

Supplemental Report 2

Andrew J. Brown Academy Detailed Performance Assessment and Profile



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▪ Grades served in 2003-04	K-5
▪ Enrollment in 2003-04	389
▪ Grades served at capacity	K-8
▪ Maximum school size at capacity	704

This supplemental report presents information about the school in three sections:

- Andrew J. Brown Academy's Students (enrollment and demographic information)
- Performance at Andrew J. Brown Academy
- Detailed Description of Andrew J. Brown Academy's Programs and Activities (as provided by the school)

Andrew J. Brown Academy's Students

Figure S2-1. Enrollment and demand for the Andrew J. Brown Academy

	Number of students
Maximum possible enrollment in 2003-04 pursuant to charter	418
Number of students enrolled in 2003-04 ¹	389
Number of students on waiting list as of spring 2004 for 2004-05 school year ²	58

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October.

²Source: School self-report of data, as of spring 2004. 2004 was the first time this information was collected in this manner; therefore, waiting list information for the 2003-04 school year is not available.

Figure S2-2. Andrew J. Brown Academy's student composition

Gender ¹		Race & Ethnicity ¹				Eligible for Free or Reduced-Price Lunch ¹	Special Education ²	Limited English Proficient ³
Male	Female	African-American	Hispanic	Caucasian	Other			
51.2%	48.8%	81.5%	1.8%	16.5%	0.3%	55.3%	5.1%	0.3%

Note: See main report for comparative data.

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October.

²Source: Indiana Department of Education Division of Exceptional Learners, count reported December 2003.

³Source: Indiana Department of Education Division of Language and Minority Programs, count reported March 2004.

Figure S2-3. Percentage of students in Andrew J. Brown Academy ("AJB"), Indianapolis Public Schools ("IPS"), and Indiana ("IN") passing ISTEP+ tests at the *beginning* of the fall 2003 school year^{1,2}

	English			Math			Both (English & Math)			Science		
	AJB	IPS	IN	AJB	IPS	IN	AJB	IPS	IN	AJB	IPS	IN
3 rd Graders	45%	62%	74%	23%	65%	71%	19%	52%	63%			
5 th Graders										21%	32%	61%

Source: Indiana Department of Education.

¹Since the charter school's students took these tests near the beginning of the school year, these percentages represent starting levels of performance of the charter students, not how much the students learned at Andrew J. Brown Academy.

²Blank areas denote that the applicable grade was not tested in the particular subject area.

Performance at Andrew J. Brown Academy

The section below describes Andrew J. Brown Academy's performance over its first school year by addressing the common performance indicators in the Mayor's Charter School Performance Framework. The complete Performance Framework may be viewed on-line at <http://www.indygov.org/eGov/Mayor/Education/Charter/Accountability/2004/>.

Is the educational program a success?

Is the school making adequate yearly academic progress, as measured by the Indiana Department of Education's system of accountability?

Performance on the statewide assessment. Though Andrew J. Brown Academy students took the state's ISTEP+ exams, they did so shortly after the school opened at the beginning of the school year. As a result, the school's results on the state tests reflect students' starting levels of academic achievement rather than the school's performance. Because these scores do not reflect on the success of the school's educational program, they are not included under this performance question. See Figure S2-3 above for information about the school's ISTEP+ scores in fall 2003.

Adequate Yearly Progress. Information about Adequate Yearly Progress is not available for this school because it just completed its first year of operation.

Are students making substantial gains over time?

Test score analysis. Andrew J. Brown Academy administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) exam to its students in grades two through five in fall 2003 and spring 2004. Each number in Figure S2-4 indicates the percentage change in the average test score achieved in a particular grade and subject from fall to spring. For example, the +9.9 in the first row indicates that the average reading score for students who were 2nd graders was 9.9% higher in spring 2004 than in fall 2003.

Figure S2-4. Percentage change in average NWEA MAP scores between fall 2003 and spring 2004 at Andrew J. Brown Academy

	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Reading	+9.9	+8.7	+6.2	+6.4
Math	+9.0	+8.9	+6.0	+6.0
Language	+7.7	+5.7	+2.6	+2.2

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

Figure S2-4 shows that students made progress, on average, between fall 2003 and spring 2004 in all grades and all subjects tested. But how large were these gains? Analysts at New American Schools (NAS) used two methods to answer that question. First, they compared the progress of Andrew J. Brown's students to that of other students in Indiana and nationally who took the same exams at the same points in their academic careers ("comparative gains"). Second, they determined whether students' gains were large enough for them to reach proficiency by the end of eighth grade ("sufficient gains").

Comparative Gains. Since the NWEA MAP is a national standardized test, we can ask the following question: if we ranked all the students in Indiana and across the country who took the NWEA MAP, where would *Andrew J. Brown students stand on average* in those rankings?

Figures S2-5 and S2-6 provide the answer. For example, the first row of Figure S2-5 shows how 2nd graders at Andrew J. Brown performed in reading. In fall 2003, on average 2nd graders at Andrew J. Brown scored as well as or better than 20% of all students in Indiana in reading. We call this number, 20, Andrew J. Brown's "Fall 2003 Average Percentile" for 2nd graders in reading. The next column shows that by spring 2004, on average Andrew J. Brown 2nd graders performed as well as or better than 28% of all students in Indiana. The school's "Spring 2004 Average Percentile" was 28. What does this mean? It means that, on average, Andrew J. Brown's 2nd graders *moved up in the statewide ranking* in reading between fall 2003 and spring 2004. So on the right side of Figure S2-5, we indicate that Andrew J. Brown students "gained ground" versus students in Indiana. Figure S2-6 displays the same information, but compares students' performance to their peers *nationally*.

Figure S2-5. INDIANA comparison: Academic progress of Andrew J. Brown Academy students, fall 2003 through spring 2004

Grade/ subject		Fall 2003 Average Percentile	Spring 2004 Average Percentile	Gained ground vs. students in Indiana	Stayed even with students in Indiana	Lost ground vs. students in Indiana
2 nd Grade	Reading	20	28	✓		
	Math	14	32	✓		
	Language	24	27	✓		
3 rd Grade	Reading	17	23	✓		
	Math	16	28	✓		
	Language	19	19		✓	
4 th Grade	Reading	24	33	✓		
	Math	27	41	✓		
	Language	36	29			✓
5 th Grade	Reading	11	20	✓		
	Math	20	28	✓		
	Language	27	14			✓

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Note: Conclusions about whether students gained or lost ground were based on simple comparisons of fall and spring percentiles.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

Figure S2-6. NATIONAL comparison: Academic progress of Andrew J. Brown Academy students, fall 2003 through spring 2004

Grade/ subject		Fall 2003 Average Percentile	Spring 2004 Average Percentile	Gained ground vs. students nationally	Stayed even with students nationally	Lost ground vs. students nationally
2 nd Grade	Reading	20	33	✓		
	Math	14	32	✓		
	Language	25	37	✓		
3 rd Grade	Reading	22	28	✓		
	Math	16	28	✓		
	Language	25	30	✓		
4 th Grade	Reading	28	38	✓		
	Math	27	41	✓		
	Language	41	41		✓	
5 th Grade	Reading	15	25	✓		
	Math	20	28	✓		
	Language	31	22			✓

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Note: Conclusions about whether students gained or lost ground were based on simple comparisons of fall and spring percentiles.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

As displayed in Figures S2-5 and S2-6, it is evident that Andrew J. Brown students, on average, gained ground on their Indiana and national peers in most grades and subjects, but stayed even or lost ground in a few others. The fact that students, on average, lost ground in some areas does not mean that these students did not progress in these grades and subjects – they progressed, as Figure S2-4 illustrates, but not as much as their peers in Indiana and nationally.

Sufficient Gains. Are the students in this school making *sufficient gains* toward becoming proficient? It is not enough to know whether students made a year's worth of progress between 2003 and 2004. Some students, since they are starting behind, need to make *more* than a year's worth of progress in order to become proficient by the end of eighth grade. What proportion of the school's students is making the gains they need to make?

To find out, analysts projected each student's *future* gain based on the gain he or she achieved between fall 2003 and spring 2004 on the MAP exam. If the student continued to gain at that rate, would he or she be proficient by the end of the 8th grade? If so, he or she made "sufficient gains." Based on this analysis, NAS calculated the percentage of students who made sufficient gains in each subject and grade.

Figure S2-7 displays the results. For example, 100% of students who were 2nd graders in 2003-04 made sufficient gains in reading. That is, if these 2nd graders continue learning at the rate they did during this period, 100% of them will be proficient by the end of 8th grade.

Figure S2-7. Percentage of Andrew J. Brown Academy students achieving sufficient gains to become proficient by the end of 8th Grade, fall 2003 through spring 2004

	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Reading	100.0%	100.0%	100.0%	100.0%
Math	100.0%	100.0%	100.0%	96.9%
Language	91.2%	80.9%	89.5%	64.5%

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data 2004," prepared by New American Schools, Alexandria, VA, 2004.

Note: See Supplemental Report 8 for detailed notes on test score analysis.

Is the organization effective and well-run?

Is the school in sound fiscal health? The Mayor's Office commissioned a review of each school's finances. Reviews by the outside accounting firm revealed that Andrew J. Brown Academy was managing its financial practices satisfactorily, with no significant problems. A summary of the school's finances, including financial statements, appears in Supplemental Report 6.

Sixty-three percent of parents surveyed at Andrew J. Brown Academy reported they are satisfied with school finances, while 23% reported they "don't know." Fifty-two percent of school staff reported their satisfaction with school finances, and 11% reported they "don't know."

Are the school's student enrollment, attendance, and retention rates strong? The school's attendance rate was 95.8% in 2003-04 (see Figure S2-8). Of parents surveyed, 76% expressed their intention to continue to enroll their children in the school as long as the school serves students their children's age, while 18% reported they were unsure. On a scale of 1 (not at all likely) to 5 (extremely likely), parents on average rated their likelihood of recommending the school to other parents or guardians as a good place to attend at 4.34. Staff members on average rated their likelihood at 3.67 on the same question.

Figure S2-8. Andrew J. Brown Academy attendance rate in 2003-04 school year

	Attendance rate
Andrew J. Brown Academy	95.8%
Indianapolis Public Schools (IPS)	94.1%
All Indiana Public Schools	95.9%

Source: Indiana Department of Education website.

Is the school's Board active and competent in its oversight? Governance reviews, which included a review of Board meeting minutes, showed that the Board of Directors was scheduled to meet monthly in the 2003-04 school year. However, the school cancelled six meetings between August 2003 and June 2004, none of which were rescheduled. The review recommended that the Board reschedule meetings promptly in order to ensure sufficient oversight of school business.

A review of the Board meeting minutes for the 2003-04 school year showed that the Board has established a clear process for discussing and voting on issues related to the school. Meetings are conducted in accordance with a pre-set agenda. At each meeting, the school principal presents a

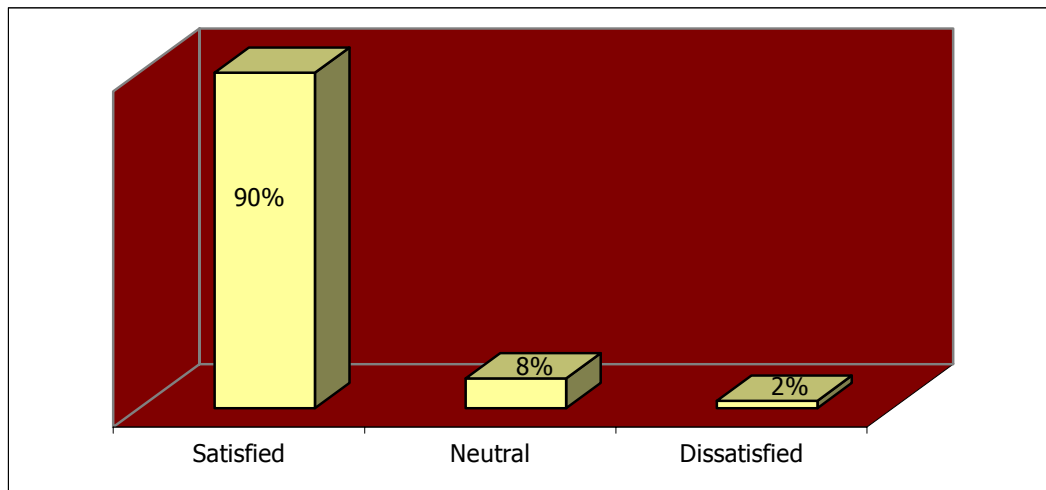
report that updates the Board on issues and events at the school. The Board then entertains discussion items or new business and concludes with a vote on any action items. The meeting minutes carefully document all of the action items that require Board votes. The minutes are limited, however, in description of the discussion items and the Principal's report that are presented during the meetings. In order for the public to be informed fully of the school's business, and to maintain an accurate record for the school, the review suggested that additional detail be provided in the Board meeting minutes.

In its review, the expert site visit team noted that Board members bring "...a good mix of relevant expertise." After observing a Board meeting, the team confirmed that the Board provides "...guidance and input on important school issues."

Is there a high level of parent satisfaction with the school? Ninety percent of Andrew J. Brown Academy parents reported they were satisfied overall with their charter school, as shown in Figure S2-9. Figure S2-10 shows the percentage of parents who were satisfied with specific aspects of the school as well as the average satisfaction rate for each aspect.

In the expert site team's focus groups, parents reported high levels of satisfaction. The team noted that "all parents judged their students to 'be doing well' academically and socially."

Figure S2-9. Overall parent satisfaction with Andrew J. Brown Academy



Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. "Satisfied" includes "very satisfied" and "satisfied" responses.

"Dissatisfied" includes "very dissatisfied" and "dissatisfied" responses.

Figure S2-10. Parent satisfaction with features at Andrew J. Brown Academy

School Feature	Average rate of satisfaction ¹ (5=Very Satisfied)	Satisfied ²	Neutral	Dissatisfied ³
School size	4.45	92%	5%	1%
Class size	4.19	82%	10%	8%
Length of school day	4.37	87%	10%	3%
Length of school year	4.40	90%	6%	2%
Ability of school to fulfill mission	4.36	85%	9%	3%
Individualized attention	4.41	87%	7%	5%
Academic standards/expectations	4.48	91%	7%	2%
Curriculum	4.47	90%	7%	2%
Teaching quality	4.51	89%	10%	1%
Instructional quality, language arts	4.49	91%	7%	1%
Instructional quality, mathematics	4.45	89%	7%	3%
Materials to support curriculum	4.24	81%	14%	3%
Innovation in teaching practices	4.32	80%	14%	2%
Computers and other technology	3.91	61%	17%	12%
Classroom management/behavior	4.02	73%	14%	12%
Communication from the school	4.41	88%	8%	3%
Parent information about students	4.46	89%	10%	1%
Accessibility/openness to parents	4.56	93%	7%	0%
Parent participation opportunities	4.61	94%	5%	0%
Parent involvement	4.48	89%	9%	1%
Teacher/student school pride	4.46	87%	10%	1%
Relationship with local community	4.36	72%	14%	0%
Extracurricular activities	3.87	62%	19%	12%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. Percentages may not equal 100% due to rounding and "don't know" responses.

¹Satisfaction rated on a scale of 1-5: 1 = very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = very satisfied. Rating calculations do not include "don't know" responses.

²Includes "very satisfied" and "satisfied" responses.

³Includes "very dissatisfied" and "dissatisfied" responses.

Is the school administration strong in its academic and organizational leadership?

Governance reviews conducted by the Mayor's Office showed that the school's administration is very strong in organizational leadership. As a first-year school, school staff and representatives from the school's educational management company, National Heritage Academies (NHA), demonstrated great capacity in meeting reporting and compliance requirements. The school's administration has shown an ability to delegate responsibilities and tasks effectively, and it consistently fulfills its contractual obligations. The school's administrators worked well with the NHA staff members, who bring specific expertise in accounting and finance, construction, accountability planning and grants management, and human resources. Overall, Andrew J. Brown Academy has created an organizational infrastructure that has helped the school administratively to have a successful first year. The school has satisfactorily maintained the compliance binder, which contains all of the school's governance, management, and organizational documents and is reviewed by the Mayor's Office on a monthly basis.

The expert site visit team reported that "Andrew J. Brown demonstrates a high level of organization and orderliness, especially for a first-year school." The school operates more as an experienced

school that has been open longer than just one year. The team particularly commended the school principal, who was reported "...to be a strong instructional leader who is in classrooms several times a day." Sixty-three percent of staff members reported that they were satisfied by the leadership provided by their school's administration. Of parents surveyed, 89% reported they were satisfied with the people running Andrew J. Brown Academy.

The school is managed by an educational management organization, National Heritage Academies (NHA). The site team noted that "all constituents report satisfaction with the partnership and with the basic curriculum provided by NHA."

Is the school meeting its operations and access obligations related to: organizational structure and governance obligations; physical plants that are safe and conducive to learning; fair and appropriate pupil enrollment processes; reasonable and safe transportation options available to eligible students; and legal obligations related to access and services to special needs and English as a second language students?

Andrew J. Brown Academy satisfactorily met its obligations in 2003-04 in complying with relevant laws and regulations and in providing access to students across Indianapolis. Neither the Mayor's Office's internal systems nor the expert site visit team indicated any significant concerns related to these obligations.

At the annual request of the Mayor's Office, the Division of Exceptional Learners at the Indiana Department of Education conducts on-site reviews of the special education services provided by Mayor-sponsored charter schools completing their first year of operation. According to Robert Marra, Associate Superintendent of the Indiana Department of Education in the Division of Exceptional Learners, the Andrew J. Brown Academy "has an impressive school principal. She has developed a strong learning environment for all students and has hired a qualified and dedicated staff committed to ensuring full compliance with all special education rules and regulations. In particular, the speech pathologist hired by the school is exceptional. He appropriately assesses students and develops strong Individualized Education Plans that demonstrate a deep understanding of the goals and objectives established for individual children."

Mr. Marra noted that the issues identified during the Department's visit to the Andrew J. Brown Academy "centered on the Individualized Education Plan (IEP) and are fully correctable. The school needs to ensure that a strong system is in place for tracking IEPs, including identifying a staff member responsible for following up on IEPs and issues identified during case conferences."

Figure S2-11 displays parent and staff survey responses to questions about school operations.

Figure S2-11. Parent and school staff satisfaction with Andrew J. Brown Academy operations

School Feature	Parents				School Staff			
	Average rate of satisfaction ¹ (5=Very Satisfied)	Satisfied ²	Neutral	Dissatisfied ³	Average rate of satisfaction ¹ (5=Very Satisfied)	Satisfied ²	Neutral	Dissatisfied ³
Services for special needs students ^{4,5}	3.90	63%	27%	10%	3.45	55%	27%	18%
School leadership	4.47	89%	8%	2%	3.81	63%	22%	15%
School finances	4.31	63%	11%	3%	3.79	52%	33%	4%
Safety	4.50	90%	7%	1%	4.26	74%	26%	0%
School facilities	4.56	92%	5%	1%	4.37	81%	19%	0%
Enrollment process	4.37	84%	11%	2%	4.13	63%	22%	4%
Transportation ⁶	4.22	80%	11%	9%	3.92	63%	19%	11%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staffs administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. Percentages may not equal 100% due to rounding and "don't know" responses.

¹Satisfaction rated on a scale of 1-5: 1 = very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = very satisfied. Rating calculations do not include "don't know" responses.

²Includes "very satisfied" and "satisfied" responses.

³Includes "very dissatisfied" and "dissatisfied" responses.

⁴Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

⁵Only parents of children with special needs in the charter school responded to this question. Only staff members with instructional responsibilities and students with special needs in their classroom responded to this question.

⁶Only parents whose children used the school's transportation services in the 2003-04 school year responded to this question.

Is the school providing the appropriate conditions for success?

Is the school's mission clearly understood by all stakeholders? The expert site visit team found that parents, staff and students "express a similar and consistent understanding of the school's mission," which is to provide a challenging program that develops basic skills and instills a sense of community and leadership. The team reported that "the principal is passionate about the mission and provides strong leadership in the development of a climate that encourages student attainment and high standards for students and teachers."

On the survey of Mayor-sponsored charter schools, 96% of staff members surveyed at Andrew J. Brown reported that they were aware of the goals of the school, and 68% believed the goals were being met across the school "very well" or "fairly well."

Does the school have a high-quality curriculum and supporting materials for each grade? As Figure S2-10 illustrates, 81% of Andrew J. Brown Academy parents reported that they were satisfied with their school's materials to support the curriculum. At the same time, just 48% of staff members reported satisfaction in this category (see Figure S2-12).

The site visit team found that the school's "...programs that focus on literacy (e.g., use of trained paraprofessionals, weekly assessments, one-on-one work) and the physical education program are exemplary."

Figure S2-12. School staff satisfaction with features at Andrew J. Brown Academy

School Feature	Average rate of satisfaction ¹ (5=Very Satisfied)	Satisfied ²	Neutral	Dissatisfied ³
School size	4.04	67%	30%	4%
Class size	3.37	52%	22%	26%
Length of school day	3.59	52%	26%	22%
Length of school year	3.93	67%	30%	4%
Ability of school to fulfill mission	3.74	56%	33%	11%
Individualized attention	4.15	78%	15%	7%
Academic standards/expectations	4.41	89%	11%	0%
Curriculum	4.19	78%	15%	7%
Teaching quality	4.30	85%	11%	4%
Instructional quality, language arts	4.27	81%	11%	4%
Instructional quality, mathematics	3.50	52%	22%	22%
Materials to support curriculum	3.41	48%	30%	22%
Innovation in teaching practices	3.74	56%	37%	7%
Computers and other technology	2.89	26%	44%	30%
Classroom management/behavior	3.04	33%	26%	41%
Communication from the school	4.04	70%	15%	11%
Parent information about students	4.04	74%	19%	4%
Accessibility/openness to parents	4.12	78%	15%	4%
Parent participation opportunities	4.15	78%	15%	7%
Parent involvement	3.70	63%	22%	15%
Teacher/student school pride	3.46	52%	22%	22%
Relationship with local community	3.58	44%	37%	15%
Extracurricular activities	3.26	37%	37%	26%

Source: All results are from confidential surveys of Mayor-sponsored charter school staffs administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. Satisfaction percentages may not equal 100% due to rounding and "don't know" responses.

¹Satisfaction rated on a scale of 1-5: 1= very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = very satisfied. Rating calculations do not include "don't know" responses.

²Includes "very satisfied" and "satisfied" responses.

³Includes "very dissatisfied" and "dissatisfied" responses.

Does the school effectively use learning standards and assessments to inform and improve instruction? As Figures S2-10 and S2-12 illustrate, 91% of parents and 89% of staff members reported they were satisfied with the academic standards for their students.

The site team commended the school on "...exemplary use of assessment to inform instructional practice, especially for literacy." In particular, the team noted that teachers use literacy assessments on a weekly basis to provide targeted literacy instruction.

Is the school climate conducive to student and staff success? The expert site visit team reported that "...halls and classrooms are orderly and teachers demonstrate good behavior management and effective classroom rituals. Classrooms were focused on academic learning and the majority of students were engaged and on-task." Nearly 9 out of 10 parents reported they were satisfied with the sense of pride students and teachers have in their school; about half the staff members surveyed reported satisfaction in this area.

The site team reported that “all constituents noted a need for a more consistent school-wide policy and strategies to deal with...students who present difficult behavior management issues.” As Figure S2-11 shows, nine in ten parents and three-quarters of staff members surveyed reported their satisfaction with school safety. Additionally, on a scale of one (very dissatisfied) to five (very satisfied), parents and staff members surveyed on average rated their satisfaction with classroom management and student behavior at 4.02 and 3.04 respectively.

The team highlighted the school’s emphasis on parent involvement. Parents reported to the site team that they feel welcome in the school and have “...initiated or supported significant activities in the school this year.” At the same time, the team recommends that the school continue to work on increasing levels of parent involvement, particularly with parents whose children have high levels of need (as related to behavior and special needs). As illustrated in Figure S2-10 and S2-12 respectively, 94% of parents and 78% of staff members surveyed reported satisfaction with the opportunities available for parent participation. Nearly nine out of ten parents surveyed were satisfied with the levels of parent involvement at Andrew J. Brown Academy, but only about two-thirds of staff members expressed satisfaction in this area.

Are the teaching processes (pedagogies) consistent with the school’s mission?

Consistent with the school’s mission, the expert site visit team reported that “the majority of classroom work focused on developing mastery of basic skills.” The expert site visit team commended the school on arranging students in competency-based literacy groups, enlisting “...a cadre of young professionals to provide tutoring and classroom support for literacy throughout the day,” and teachers who “...spend considerable time working one-on-one with students (often before or after school).” The team reported that “...the principal and teachers are supplementing the curriculum with activities that emphasize assessment, development of literacy skills for all students, and differentiated instruction (e.g., one-on-one work, small-group work, weekly writing assessments, learning center activities).”

At the same time, the expert site team noted that the school’s mission emphasizes achievement for all students. The team noted that in the school’s first year of operation, the school’s focus was on addressing the needs of students below grade level and recommends that in subsequent years the school “might also identify ways to challenge students who are at or above grade level.”

Is ongoing communication with students and parents clear and helpful? As shown in Figure S2-10, nearly nine out of ten Andrew J. Brown Academy parents reported that they were satisfied with communication from their school, such as about special activities, events, and meetings. Nearly nine in ten parents and about three-quarters of school staff also reported they were satisfied with the information parents receive about student learning, as illustrated in Figures S2-10 and S2-12 respectively.

Has the school developed adequate human resource systems and deployed its staff effectively? The site visit team found that “the school has adequate staff that appears to be deployed effectively. Consequently, a significant amount of small-group and one-on-one work with students was observed....” The team recommended, however, that the school develop a process to identify and provide professional development for issues that affect all teachers, such as differentiating instruction and more effective behavior management.”

Figure S2-13 shows how staff members responded to a survey about their satisfaction with professional features of their school.

Figure S2-13. Staff satisfaction with Andrew J. Brown Academy's professional features

School Feature	Average rate of satisfaction ¹ (5=Very Satisfied)	Satisfied ²	Neutral	Dissatisfied ³
Competitive salary structure	3.27	37%	41%	19%
Competitive benefits (e.g., health insurance, etc.)	3.85	63%	22%	11%
Work environment	3.85	63%	22%	15%
Amount of paperwork required	3.88	63%	22%	11%
Opportunities for professional development	3.33	44%	22%	33%
Evaluation or assessment of performance	3.32	48%	11%	33%
Hours spent engaged in classroom instruction ⁴	3.64	52%	22%	22%
Hours spent engaged in other activities ⁴	3.32	43%	17%	35%
Time allowed for planning and preparation ⁴	2.59	30%	13%	52%
Level of teacher autonomy in the classroom ⁴	3.59	57%	13%	26%
Level of teacher involvement in school decisions ⁴	3.32	43%	17%	35%
Teachers' non-teaching responsibilities ⁴	3.60	52%	13%	22%
Time staff spend together discussing individual student needs ⁴	3.18	43%	17%	35%

Source: All results are from confidential surveys of Mayor-sponsored charter school staffs administered in spring 2004 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 8 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. Satisfaction percentages may not equal 100% due to rounding and "don't know" responses.

¹Satisfaction rated on a scale of 1-5: 1 = very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = very satisfied. Rating calculations do not include "don't know" responses.

²Includes "very satisfied" and "satisfied" responses.

³Includes "very dissatisfied" and "dissatisfied" responses.

⁴Only staff members with instructional responsibilities responded to this question.

Detailed Description of Andrew J. Brown Academy's Programs and Activities

Source: The information below was provided by the school to the Mayor's Office. It is provided here to offer a more detailed picture of the school's programs and activities.

Mission, philosophy, and educational program

Andrew J. Brown Academy focuses on high academic achievement, accountability from all stakeholders (parents, staff, and students), and building good moral character rooted in strong parental involvement. The school provides students with a challenging, back-to-basics program aimed at developing the ability of all students to master fundamental academic skills and ultimately increase academic achievement.

The two core elements of the instructional program are the nationally recognized and research-based Open Court reading program and Saxon Math. Teachers use supplemental materials to address students' specific academic needs. The school uses non-traditional classroom assignments and a schedule that allows teachers to teach to a class of students who are all generally at the same learning level. Referred to as Operation Breakthrough, this program prioritizes getting all students to grade level and above in reading and math. Within each grade, students are assigned to one of three classrooms with other students at a similar performance level: "intensive," for students who are performing below grade level; "standard," for students who are performing at grade level; and "proficient," for students who are performing above grade level. Students who are significantly below grade level spend most of their day on reading/language arts and mathematics until they reach grade level. Class size and composition are designed to be flexible so that students

immediately can move to the next performance level if they progress more quickly than their assigned group.

Andrew J. Brown Academy's philosophy also has a strong moral focus. The school's aim is to shape students who believe in and practice positive moral values, and who strive to become intelligent, responsible contributors to society at large. Students are taught specific virtues on a daily basis, both in morning assemblies and during designated times within the school day. The school believes that high standards of conduct are necessary for students to become academically successful and for teachers to enjoy professional success. Time is spent daily teaching and modeling what it means to treat others with respect.

Academic programs and initiatives

- *Classroom Management.* Teachers at Andrew J. Brown use the Lee Canter Assertive Discipline Program approach to classroom management. Through this program, teachers utilize strategies to work with students in an assertive, non-hostile manner that encourages positive behavior. This approach involves stating classroom expectations clearly, continual and persistent emphasis on standards of behavior, and techniques for praising good behavior and consequences for bad behavior. New teachers receive training in this approach from National Heritage Academies during an August teacher training program.
- *Reading Quizzes.* The school uses the Accelerated Reader computerized assessment system to monitor students' reading skills. Students choose books to read based on their interests and current reading levels. After a student finishes reading a book, she or he takes a quiz on the computer. The results of the quiz are immediately available to the teacher to assist him or her in understanding the areas with which the student needs additional help.
- *Morning Assembly.* Every morning, the entire staff and student body come together as a school to recognize the accomplishments of students and to focus on moral education and character building virtues. The school aims to nurture a sense of belonging by reciting the school creed and singing the school song.

Parent involvement

- *Class- and School-Wide Weekly Newsletters.* Each teacher sends home a weekly classroom newsletter. The newsletter includes information regarding upcoming events, student recognition, and the academic focus for the upcoming week. The principal also sends home a weekly newsletter that highlights school-wide activities, policies and procedures, and helpful hints for assisting children with their academic growth.
- *Daily Parent/Teacher Contact.* A majority of students who attend Andrew J. Brown Academy are transported by their parents to and from school. This provides teachers and the principal daily opportunities for contact with families regarding the student's progress. Teachers are also encouraged to keep the lines of communication open by calling parents at home.
- *Dads' Club.* Fathers of Andrew J. Brown Academy students have created a Dads' Club. Their goal is to become positive role models by assisting with schoolwork and serving as "surrogate dads" for children who do not live with their fathers. The club has implemented a mentoring program in which each dad has been assigned a fifth grade student. Activities include visiting the mentees at school, making weekly phone calls home, and sponsoring school-wide family activities. The presence of the fathers in the fifth grade has helped to improve behavior in the classroom.
- *Access to Grades Online.* The school offers parents real-time access to their children's grades on the prior week's assignments through an Internet-based system called Academy Link. They can also view whether the student missed any assignments, and correspond with teachers via e-mail.

Supplemental programs and activities

- *After-School Tutoring.* Parents and teachers provide after-school tutoring on a volunteer basis. This time is used to provide assistance to students who need more in-depth instruction in specified areas. Tutoring is conducted both on- and off-campus and, at times, on weekends.
- *Before-School Program.* The school offers a before-school program from 7:00 am to 8:00am. During this time students are involved in academic and social activities, which help get the students focused and settled prior to the start of the school day.
- *After-School Program.* The school offers an after-school academic enrichment program daily from 3:15 pm to 6:00 pm. The program, run by the supplemental service provider EdSolutions, offers homework assistance as well as arts and crafts and physical education activities.
- *Student Council.* The Student Council is comprised of representatives from each class in third grade and higher. The students are elected by their classmates. The Student Council sponsors a number of activities, such as "Candy Grams" for Valentine's Day, and manages the concession stand during the intramural basketball season.
- *Excel Club.* Students are recognized weekly at whole-school assemblies for good behavior and academic efforts and achievement. Once a month, their efforts are applauded by awarding them certificates of achievement, special treats, or participation in a special organized activity.

This past year, students participated in America's Walk for Diabetes to learn about diabetes prevention and support diabetes research. During recess and other scheduled times, students and other invited members of the community strove to reach a goal of walking 1000 miles and raising \$4000. The students and other participants far exceeded this goal, raising over \$7000.

Community partnerships and donations

- *Community Service Efforts.* Throughout the school year, students collected non-perishable food items to support local food pantries. Students also made Valentine cards for sick children at Riley Hospital for Children.
- *YMCA After-School Program.* As part of a drug prevention effort, the YMCA offers a twice-weekly free after-school program on-site for students ages 10 to 14. The program runs for eight weeks. This year, approximately twenty students participated in games and activities emphasizing conflict resolution, social etiquette, and the value of friendship.

Andrew J. Brown Academy students host a monthly one-hour talk show on Radio One 1310 A.M. The show is sponsored by a member of the school's Board of Directors, and features a different topic each month where radio listeners are able to call in and ask questions. Topics that have been featured include parental involvement in children's education and whether children should be allowed to vote. This program encourages the students to update themselves on news events and provides an opportunity for students to practice informal public speaking skills.

Staffing

- *Regular Satisfaction Surveys.* Surveys of staff and parent satisfaction are conducted by National Heritage Academies twice yearly. The school's leadership uses the survey results to monitor and improve school practices.
- *Teacher Collaboration.* Teachers hold grade-wide meetings weekly to discuss lesson planning and share effective teaching techniques, ongoing classroom successes and challenges.
- *Teacher Development.* All new teaching staff from Andrew J. Brown Academy attend a week-long National Heritage Academies teacher training program in Lansing, Michigan in August. Staff hired after the start of the school year attend the training prior to the start of the following school year; these staff members also receive on-site training and support when they are hired.

Master Teachers from National Heritage Academies visit the school four days each month, giving model lessons in classrooms and working with individual teachers on effective classroom management and teaching strategies.

- *Using Data to Drive Instruction.* Teachers assess student progress on a weekly basis using Open Court and Saxon Math unit assessments. Teachers are trained in the use of data from these curriculum assessments, as well as from other standardized tests. Teachers utilize this information to tailor upcoming instruction and determine appropriate remediation and enrichment activities.

School management

- Andrew J. Brown Academy is operated by National Heritage Academies, an educational management organization that operates 39 schools in five states. National Heritage Academies provides management support to the school in a variety of areas including finance, technology, and curriculum. Prior to the school's opening last fall, National Heritage recruited the school leader, trained the school's teaching staff, purchased the property, and constructed the school building. The school leases the facility from National Heritage. The school principal, Thelma L. Wyatt, is the instructional leader and is responsible for day-to-day management of the school. Ms. Wyatt supervises all staff, and is responsible for all aspects of on-site programs. National Heritage Academies' regional director, David Seamon, is responsible for the school's operations and management.

School governance

- The Board of Directors of the Andrew J. Brown Academy is responsible for the fiscal and academic policies of the school, including: establishing recruitment and admission policies; reviewing and approving the annual budget; and monitoring the expenditure of discretionary funds. The Board also reviews reports from the school principal and National Heritage Academies, and oversees the management contract with National Heritage. The members of the school Board include a college professor, an architect, a higher education administrator, and the president of a service organization with ten chapters throughout Indiana.

Facilities

- The school is located on the far east side of Indianapolis. The brand-new building has approximately 47,000 square feet with 27 large classrooms, a large gymnasium, media center, parent room and many conference rooms. New outdoor recess equipment was recently installed. The building was constructed to accommodate planned grade level enrollment growth. Currently there is an unoccupied wing of the school building that will open for the older grades as the school expands.

Planned improvements for the upcoming school year

- *Longer School Day.* Starting in fall 2004, the school day will be extended an additional 45 minutes and will run 8:00 am – 4:00 pm. This additional time will allow those students below grade level to have additional instruction in order to help them achieve at or above grade level. It will also allow teachers to better meet the needs of the accelerated students by introducing them to new, more challenging learning materials.
- *New Assessment Strategy.* During the 2003-04 school year, all students in grades 2-5 took the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) tests at the beginning and end of the school year. In addition, the students took the Metropolitan Achievement Test (MAT-8). Next year the school will use only the MAP assessments, but will administer the tests four times a year – more frequently than the twice yearly minimum requirement of the Mayor's Office. This additional testing will provide teachers with more up-to-date data to adjust their plans and instruction to meet the specific needs of individual students.